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ABSTRACT

This curriculum guide presents career education material in the form of learning stations, which are individualized, independent skill- or content- oriented activities, that can be used by elementary school teachers to provide opportunities for pupils to use a skill or acquire an ability. Objectives, directions for completion, materials required, evaluation procedures, and, when appropriate, answer keys and illustrations are provided at each station. The 42 stations are designed for and grouped under Science and Social Studies (9), Language Arts (7), Mathematics (6), Social Values (7), and Miscellaneous (13). Introductory material indicates that (1) use of stations can stimulate growth in self-direction, self-discipline, responsibility, creativity, ability to follow directions, and social interaction; (2) use of this type of program requires the teacher to have individual weekly conferences with each pupil in order to evaluate the academic progress, plan directions for the pupil to continue learning, and monitor progress by spot-checking, observation, informal conferences, and periodic testing; (3) all questions, instructions, and illustrations contained in this guide should be mounted on poster board. An evaluation form for the booklet and a list of references are provided. (TA)

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State of New Jersey
Department of Education
Division of Vocational Education

LEARNING STATIONS: A DYNAMIC APPROACH TO CAREER EDUCATION

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

	Page
INTRODUCTION	1
SCIENCE AND SOCIAL STUDIES	
Developing a Tool	6
Let's Just Pretend	8
Yesterday - Today	10
Work at Home Worksheet	12
Workers in Different Lands	13
Workers in the School	15
Stop and Go	17
Occupational Clusters	20
Job Requirements	22
LANGUAGE ARTS	
Feelings	23
Job Opportunities	24
Doctor, Lawyer, Indian Chief?	25
Where am I going?	26
Scrambled Eggs	27
Careers Calling	29
Mix and Match	30
MATHEMATICS	
$500.00 -- For What?	33
Dinner Dollars	35
Money	36
Recognizing Shapes	39
May I take Your Order	41
Writing a Check	42
SOCIAL VALUES	
I'm Happy Because...	44
I'm Unhappy When?	45
Have you Tried???	46
Self Analysis	47
A Look at Myself	49
Assessing Values	51
What's the Right Job?	53

TABLE OF CONTENTS (cont'd)

Page

MISCELLANEOUS

Shop Talk 55
Occupational Preferences. 58
What Do You Like to Do Most? 60
What do Your Answers Tell You? 64
An Interview. 66
Worker Interview 68
Time Will Tell All About Me 70
Job Preference Survey 72
Social Security Application 74
Finding Errors 76
References 79
Summer Jobs -- How to Look for Them 81
Summer Jobs -- I Can't Find One 83

EVALUATION 86

REFERENCES 87

INTRODUCTION

Elementary education is a period of exploration and self-discovery. Emphasis at this time should be on our man-made environment, the impact of technology, understanding the world of work, and the dignity of work.

The dissemination of this process should be done with a team approach if it is to be successful. Therefore, the writer is presenting the following material in the form of learning stations that can be used by the teachers in the elementary school setting. These stations should result in the following for each individual student:

1. Appraisal of oneself in relation to how people differ in skills, interests, and abilities and how these affect an individual's career development.

2. Appreciation of all types of work and the people who do them.

3. Realization of the importance of school to life and work.

4. Understanding the amount of practice and knowledge that is essential to attain "skill" status.

5. Awareness that jobs and job opportunities change and retraining may be required in some jobs.

6. Work is seen as a need for creative expression.

7. Understanding the influences and pressures of economic, cultural, and political aspects of society in life and work.

8. Understanding the effect of attitudes and personality factors such as social, personal, emotional in school as well as job success.

9. Knowledge of a wide variety and number of levels of occupations.

10. Ability to plan and select occupationally oriented experiences and how they contribute to a foundation for career planning suitable to his own individuality.

LEARNING STATIONS

The learning station is a single individualized, independent skill or content-oriented activity; an opportunity to use a skill or acquire an ability. Each station indicates the objective of the activity, directions for completion and some type of evaluation procedure.

Learning particular skills or facts is not the only outgrowth to expect from use of learning stations. Teachers will also notice growth in self-direction, self-discipline, responsiblity, creativity, ability to follow directions, social interaction, and emotional stability.

Use of this type of program requires the teacher to have individual weekly conferences with each pupil in order to evaluate the academic progress and plan directions for the pupil to continue learning. The teacher must also monitor progress by spot-checking, observations, informal conferences and periodic testing. Children may keep their own records.

ALL QUESTIONS, INSTRUCTIONS AND ILLUSTRATIONS SHOULD BE MOUNTED ON POSTER BOARD. ALSO, EACH FINISHED STATION SHOULD BE COVERED WITH TRANSPARENT CONTACT PAPER FOR DURABILITY.

Although the learning stations included in this booklet have not made use of audio-visual aids such as the record player, cassett recorders and tapes, filmstrip projector, movie projector, and overhead it is highly recommended that these also be implemented either with these stations or with others that you will establish at a future date. There are many materials available dealing with Career Education that can easily be made into a learning station. Such an example might be to

allow a child to listen to a record or tape, look at a transparency, a filmstrip, or a movie concerning Career Education. His assignment would be to answer questions dealing with the material (this would be previously prepared by you, the teacher, either in the form of written questions or a mimeographed sheet). His answers could then be checked either with an answer key or during a teacher-pupil conference.

When constructing a learning station one should keep in mind the important materials that can be used. I have found the following supplies to be most helpful in learning stations:

Oaktag, poster-board -- large, assorted colors (these can always be cut to size)

File Folders

Construction paper -- large, assorted colors

Yarn

Contact paper -- transparent (to be used on all stations)

Colored pencils

Rulers

Scissors

Razor Blade

Glue (Rubber cement is great)

Magic markers -- thick and felt tip

Scotch/masking tape

Paper clips

Brass paper fasteners

Punch

Stapler

Typewriter

Paper

Picture file

Old books/magazines to cut up

Old textbooks/workbooks to cut up

Paper plates

Drapery pin-on hooks

Boxes -- assorted cartons, gift boxes

Again, all of these might not be used in the stations contained in this manuscript, but you will find uses for such materials as well as others you will add to the list as you progress in the program.

1. DEVELOPING A TOOL

Objective:

To become aware that change in industrial materials affects the way we work.

Directions:

1. Read the following paragraph:

   Suppose you needed to develop a tool as the men in the early days did. You are to improve it so that the task can be done more quickly. Suppose you had to dig a foundation for a house, how could you improve a stick, which is being used for a tool so that it is more efficient?

2. Look at the illustrations below and read each question carefully.

3. Answer all the questions on the paper provided.

Evaluation:

Teacher-pupil conference.

Materials Required:

Fine-tip pens for the illustrations; paper for the children to answer the questions.

Questions:

1. What would you add to the stick to enable you to move the dirt from the place where the foundation will be to another spot?

   _____

   _____

   _____

2. You have something to hold the dirt, but because it is heavy you have to move slowly. What might you add to speed up the job?

3. What animal might you get so that you wouldn't have to pull, push or lift the tool?

4. As the hole gets deeper, what would you add so that the animal wouldn't have to go to the bottom of the hole each time? Remember you still want to bring the dirt out.

5. If a friend invented an engine, how could you use it for your task?

6. What kind of equipment is used to dig foundations?

2. LET'S JUST PRETEND

Objective:

To consider some of the effects environmental change has on the way people work and play.

Directions:

1. Read the following list of incidents which could happen to you.

Your father is transferred by his company to another town.

You are told that the street in front of your house is going to be repaired and no one will be able to use the street for two weeks.

Your mother has to go out of town to stay with your grandmother who is ill and you don't know how long she'll be gone.

The electricity in your town is shut off and cannot be repaired for two weeks.

2. Pick one incident and pretend that it has happened to you. With your imagination write a short story telling how your life would be different if this really did happen to you.

Evaluation:

Share your story with your classmates during sharing time.

Materials Required:

Fine-tip pens for the illustrations; paper for the children's stories.

ILLUSTRATIONS

List should be centered

on the poster - board.

3. YESTERDAY - TODAY

Objective:

To become aware of how new environments change the ways people spend their leisure time.

Directions:

1. Read the paragraph below the picture (see illustration).
2. Fill in the columns Yesterday and Today.
3. Answer the questions that follow.

Evaluation:

Teacher-pupil evaluation during a calss discussion.

Materials Required:

Felt-tip pens for the illustration; contact to cover the station; mimeographed sheets containing the following information for each student.

The picture on the left shows a place where people used to go on picnics. Today it has been changed by things that you see in the picture on the right. Using your paper list the activities which may have taken

place in the "yesterday" column and the kinds of leisure-time activiites you could do in the "today" column.

YESTERDAY	TODAY
_____	_____
_____	_____
_____	_____

When man changes land, how does this change the way people use it?

_____

_____

_____

_____

Are there any activities that would stay the same?_____

_____

_____

_____

4. WORK AT HOME WORKSHEET

Objective:

To be aware of the chores and jobs you have at home.

Directions:

1. Read the following questions:

   Name the jobs and chores you do at home.

   Name jobs outside the home that are similar and require the same skills.

   What do you like about these jobs?

   What don't you like about these jobs?

   What other jobs at home would you rather do?

   What jobs does your mother perform during a day?

   What does your father do where he works?

   Do your brothers and sisters have chores to do also?

2. Copy the questions on your paper and after each answer them with at least two sentences. Include all that you feel is important.

Evaluation:

Teacher-pupil conference.

Materials Required:

You will need the material mentioned above on a typed sheet that has been placed on a piece of oaktag, and paper for the children's answers.

5. WORKERS IN DIFFERENT LANDS

Objective:

To be aware of jobs that people have in a foreign country and what jobs are available in our community.

Directions:

1. Copy the two charts found below on your paper (see illustration).
2. Follow the instructions found above each. Also those below the second chart.

Evaluation:

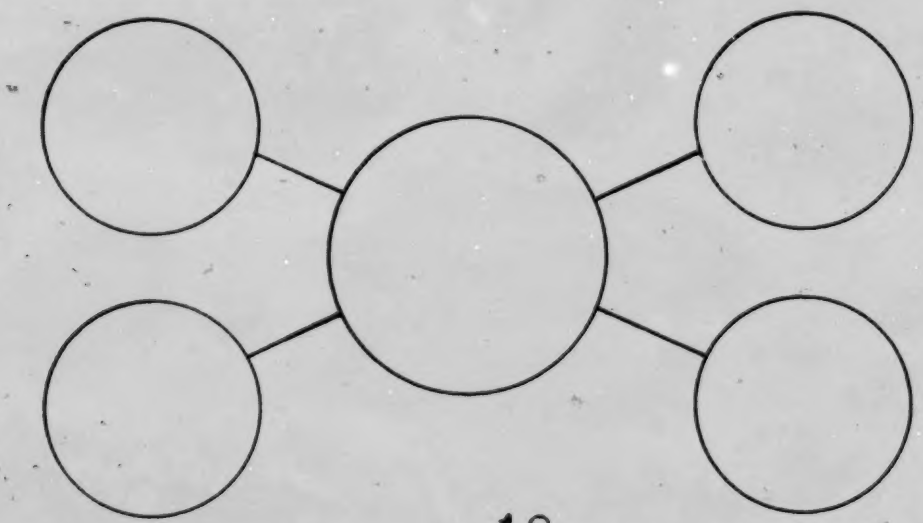
Share your responses with the class during social studies discussion time.

Materials Required:

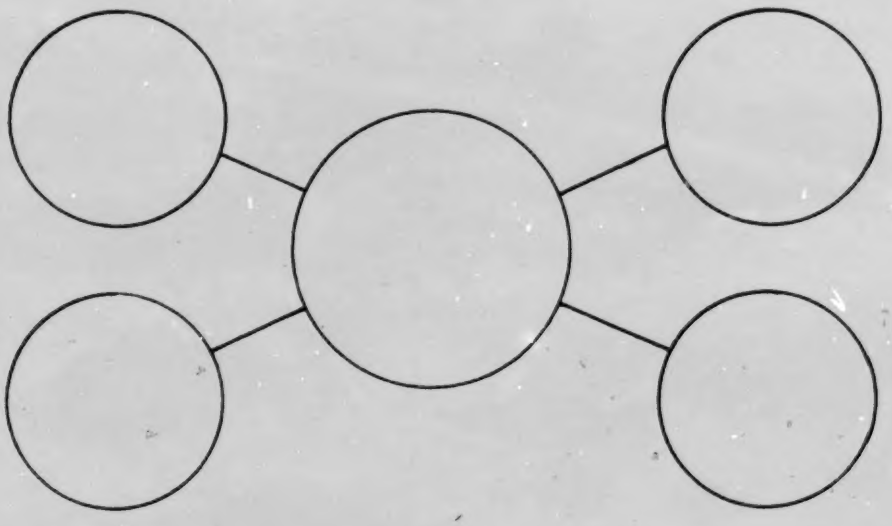
Paper for the children's charts and responses.

Illustration:

In the center circle write the name of a foreign country you have studied and in the surrounding circles write the names of jobs that are performed in that country.



In the center circle write the name of your community and in the circles corresponding to the ones above, write the names of jobs in your community that are similar.



Write a short story that describes what these workers do.

6. WORKERS IN THE SCHOOL

Objective:

To identify workers in the school.

Directions:

1. Look at the pictures (see illustration).

2. Identify each occupation by writing a title under each.

3. Write a paragraph about each job picture as shown. Be sure to include in each what these people do for you and the school.

Evaluation:

Check your answers to the job titles with the answer key and share your paragraphs during your teacher-pupil conference time.

Materials Required:

Fine-tip pens for the illustrations or a pencil; paper for the children's responses; an answer key.

Answer Key:

Center picture - students

Top picture - principal

Left top picture - counselor

Left bottom picture - nurse

Bottom picture - teacher

Right bottom picture - cafeteria worker

Right top picture - custodian

WORKERS IN THE SCHOOL

7. STOP AND GO

Objective:

To be able to differentiate which jobs are easy to find, which are available, but not many in number, and which are harder to find.

Directions:

1. Read the following job titles.

Athlete
Building Worker
Butcher
Bus Driver
Barber
Business Executive
Bookkeeper
Bank Officer
Auto Salesman
Assembly Line Worker
Appliance Serviceman
Cook
Nurse
Police Officer
Pharmacist
Service Station Attendant
Secretary
Shoe Repairman
School Counselor
Teacher - elementary
Economist
Farm Equipment Mechanic
Geologist
Trainman
Waiter, Waitress
Carpenter
Computer Operator
Dental Assistant
Dentist
Doctor
Dancer
Singer
Actor and Actress
Musician
Engineer
Lawyer
Meteorologist
Oceanographer
Plumber
Programmer
Stewardess
Social Worker
Truck Driver
Telephone Operator
Fire Fighter
Forester
Jeweler
Veterinarian
Hotel Manager

2. Place a green circle next to the jobs that are easy to find, a yellow circle next to those jobs that are available, but not many in number, and a red circle next to ones that are harder to find.

3. Underline the ones that interest you.

4. Look up any job titles you don't know.

Evaluation:

Check your list with the answer key.

Materials Required:

Mimeographed sheets with the job titles listed on them; red, green, and yellow crayons; an answer key (this could be a mimeographed sheet that has the circles already placed where they belong).

ANSWER KEY TO STOP AND GO

athlete - green

building worker - red

butcher - red

bus driver - red

barber - red

business executive - green

bookkeeper - red

bank officer - green

auto salesman - yellow

assembly line worker - yellow

appliance serviceman - green

cook - red

nurse - green

police officer - green

pharmacist - yellow

service station attendant - yellow

secretary - green

shoe repairman - red

school counselor - green

teacher - elementary - red

economist - green

farm equipment mechanic - red

geologist - green

trainman - red

waiter; waitress - yellow

carpenter - green

computer operator - green

dental assistant - green

dentist - green

doctor - green

dancer - red

singer - red

actor and actress - red

musician - red

engineer - green

lawyer - green

meteorologist - green

oceanographer - green

plumber - green

programmer - green

stewardess - green

social worker - yellow

truck driver - yellow

telephone operator - green

fire fighter - yellow

forester - red

jeweler - red

veterinarian - green

hotel manager - green

8. OCCUPATIONAL CLUSTERS

Objective:

To be able to identify different jobs relating to each cluster.

Directions:

1. Read the following list of occupational clusters.

   Manufacturing Occupations
   Construction Occupations
   Distribution and Marketing Occupations
   Environmental Occupations
   Agriculture and Natural Resources Occupations
   Public Service Occupations
   Health Occupations
   Recreation Occupations
   Personnel Service Occupations
   Business and Office Occupations
   Consumer and Homemaking-Related Occupations
   Marine Science Occupations
   Transportation Occupations
   Fine Arts and Humanities Occupations
   Communications and Media Occupations

2. Write the names of these clusters on your paper.

3. Leaving space next to each so that you may write three job titles next to each.

4. Take the job titles from the "job pocket" and hook the three job titles that belong with each occupational cluster on the drapery pin-on hook.

5. Now write next to each occupational cluster name the jobs that you chose.

6. Remove all the job titles from the drapery pin-on hooks and place them back into the "job pocket."

Evaluation:

Check your answers with the answer key.

Materials Required:

Drapery pin-on hooks placed next to each occupational cluster name; job titles typed on pieces of oaktag with a hole at the top; paper punch; a job pocket made of oaktag; paper for the children's answers, answer key.

ANSWER KEY -- JOB TITLES

Manufacturing -- baking, textile, and shoe industry

Construction -- electricians, masons, and custodial services

Distribution and Marketing -- automotive, real estate, and petroleum

Environmental -- forests, recreation, and oceanographer

Agriculture and Natural Resources -- nursery technician, geologist, citrus industry

Public Service -- policeman, teachers, clergyman

Health -- chiropractor, psychologist, social worker

Recreation -- arts and crafts, athletics, winter sports

Personnel Service -- counselors, psychiatrists, employment agencies

Business and Office -- accountants, tellers, auditors

Consumer and Homemaking-Related -- baker, cook, food and nutrition

Marine Science -- aquarist, sea duty technician, seamanship

Transportation -- railroad engineer, shipping, routeman

Fine Arts and Humanities -- commercial artist, printing, pattern makers

Communication and Media -- telephone, publications, graphic artist

9. JOB REQUIREMENTS

Objective:

To improve student work-study skills and become more aware of job requirements.

Directions:

1. Select five job titles from the Alphabetical Listing of Career Briefs (or a similar pamphlet). You may use the job titles from the previous station.

2. Using the encyclopedia, the dictionary, and other available sources pertaining to jobs write in paragraph form about the requirements needed to attain the positions chosen.

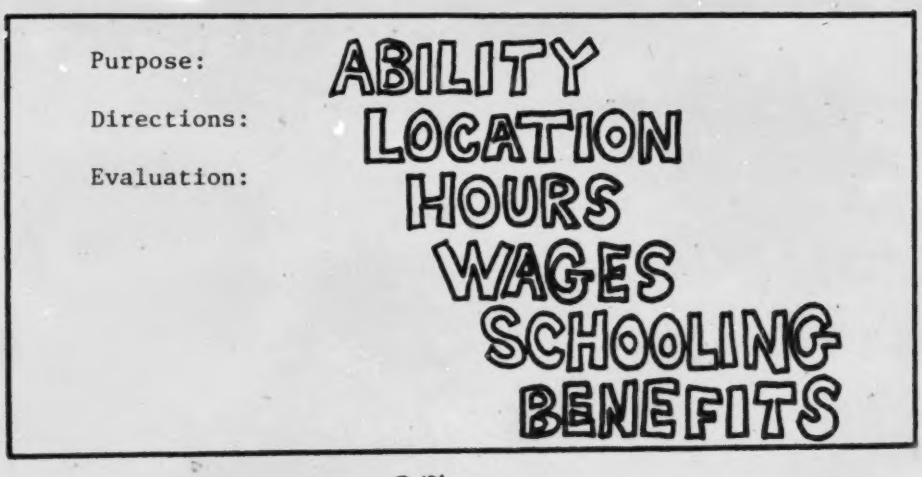
3. Remember to include various requirements such as: ability, location, hours, wages, schooling needed, benefits, etc.

Evaluation:

Pupil-teacher conference.

Materials Required:

Magic markers for the names of the requirements (see illustration); paper.



10. FEELINGS

Objective:

To be able to express one's feelings in a paragraph.

Directions:

Think what things make you angry and write a paragraph about your anger and the different feelings that accompany this anger.*

*Remember -- people get angry, dogs get mad.

Evaluation:

Pupil-teacher conference.

Materials Required:

Magic markers for the illustration; paper for the children's answers.

11. JOB OPPORTUNITIES

Objective:

To be able to list the job opportunities available in our area.

Directions:

1. From the booklets provided (teacher supplies these) and your own knowledge of your area, list the jobs available at the present time.

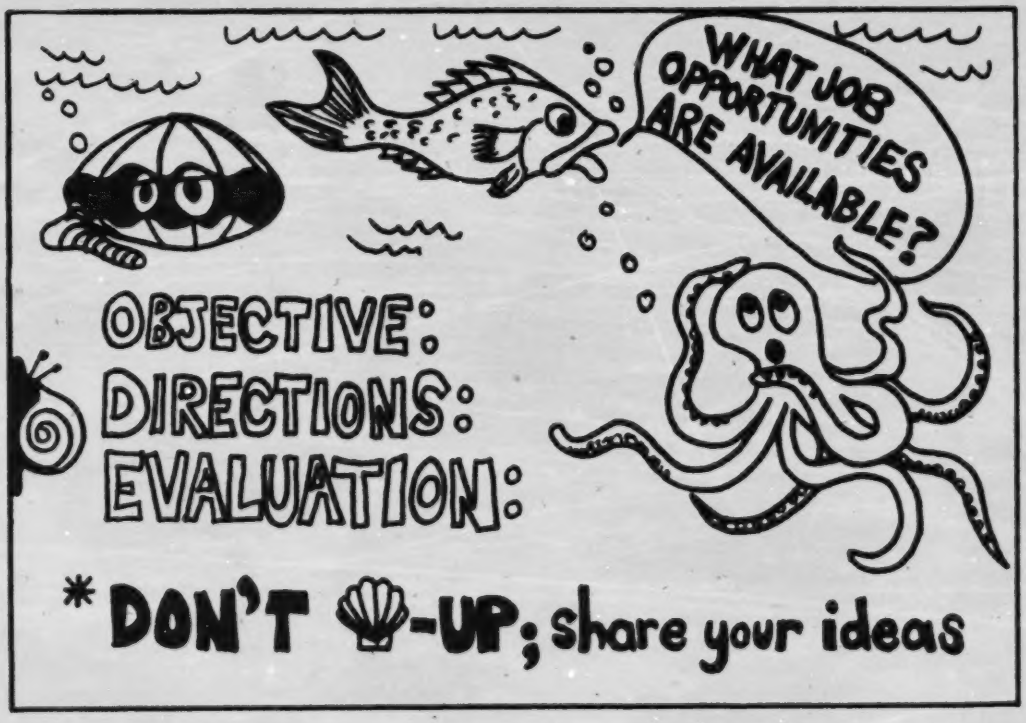
Evaluation:

Compare your list with a classmate and see if you thought of as many jobs as your friend.* Were the jobs similar in nature?

*Don't -up share your ideas.

Materials Required:

Magic markers for the illustrations; paper.



12. DOCTOR, LAWYER, INDIAN CHIEF? (Which will you wear?)

Objective:

To be able to write a short story about your future career.

Directions:

1. From what you have read, seen, heard, and experienced, write a short story about what you would like to do when you go into the field of work.

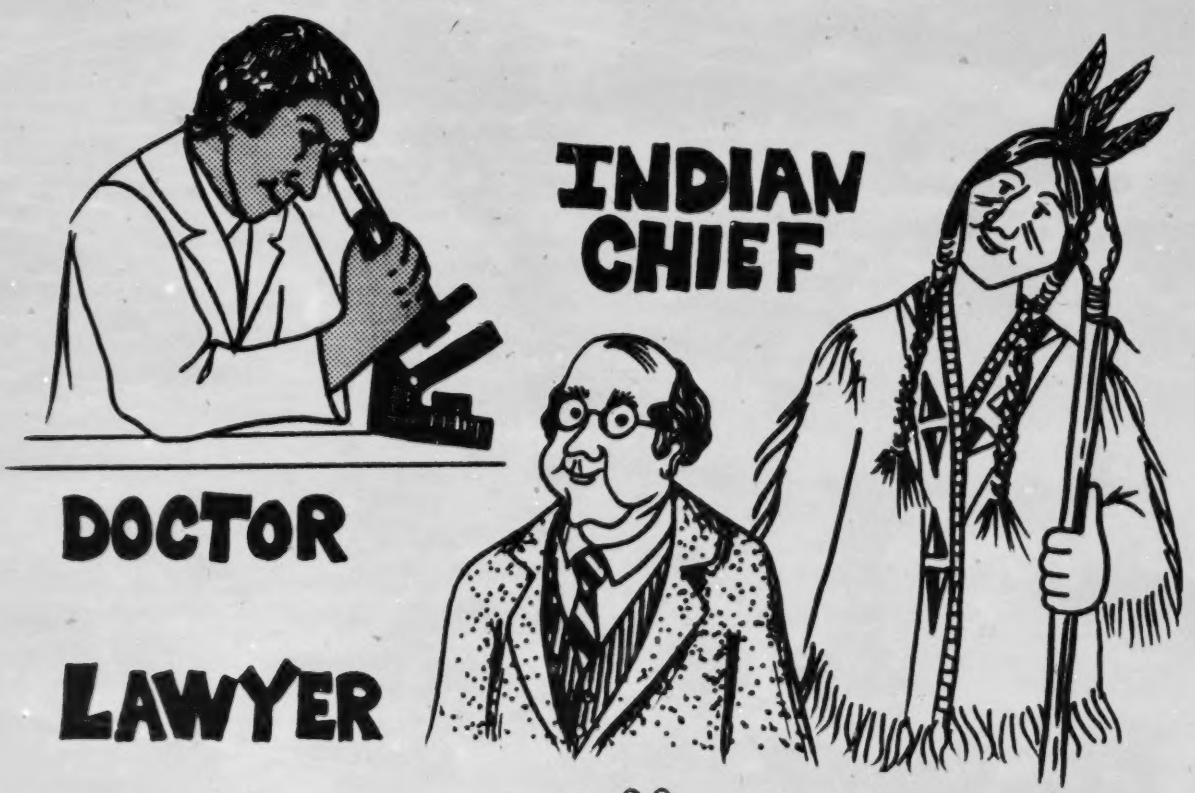
2. Mention why you would choose the job.

Evaluation:

Class sharing time.

Materials Required:

Magic Markers for the illustrations; you may want to use pictures instead of illustrating this station.



13. WHERE AM I GOING?

Objective:

To be able to briefly explain the career decision making procedure.

Directions:

1. Study the picture (as illustrated below and entitled Where Am I going?; the word Careers could be placed at the bottom of the picture).

2. List several steps involved in making a career decision.

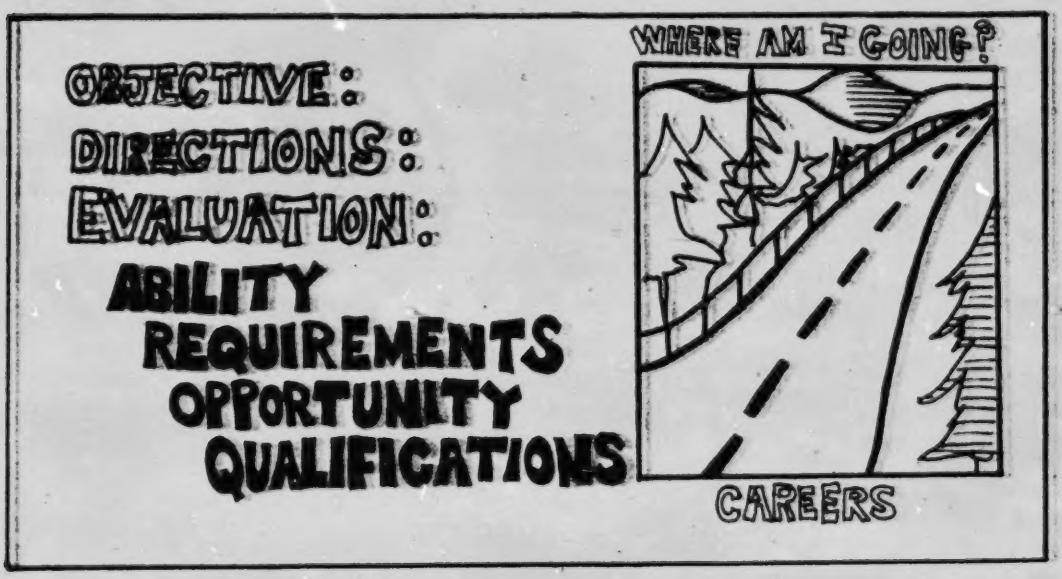
3. Keep in mind that there is a difference between ability and interest.

Evaluation:

Pupil-teacher conference (before seeing me have you done what's been asked?).

Materials Required:

A fine tip pen for the illustration; paper for the children's answers.



14. SCRAMBLED EGGS

Objective:

To be able to unscramble the words relating to career education.

Directions:

1. Copy the words (scrambled) found below.

upaoccionts	enebftis
ploemyde	ealrn
ojb	ailbity
oscohl	ovaticonla
utfuer	uidangec
orwk	uisbenss
terestin	erecras
cunommiyt	poporuntiesti

2. Next to each word write the correct spelling.

Evaluation:

Check your answers with the answer sheet provided.

Materials Required:

Paper for the children's answers.

ANSWER KEY TO SCRAMBLED EGGS

OCCUPATIONS	BENEFITS
EMPLOYED	LEARN
JOB	ABILITY
SCHOOL	VOCATIONAL
FUTURE	GUIDANCE
WORK	BUSINESS
INTEREST	CAREERS
COMMUNITY	OPPORTUNITIES

15. CAREERS CALLING

Objective:

To be able to use the Yellow Pages of a telephone book.

Directions:

1. Answer the questions found below:

   Suppose you moved to this city. How could you find out the kinds of jobs people there have?

   Look at the Yellow Pages provided.

   What if you wanted to repair appliances, or work with motor vehicles, or be a salesperson? Could you find a few places where each of these job skills might be needed?

   Suppose you wanted to work helping people with their problems. Can you find several places you might seek a job?

   What other kinds of jobs do people work at in your city?

Evaluation:

Check your answers with the answer key (this will vary from classroom to classroom).

Materials Required:

An answer key (one to go with the Yellow Pages you have); the Yellow Pages from a local phone book; paper for the children's answers.

16. MIX AND MATCH

Objective:

To be able to match job titles with different job interests.

Directions:

1. Match the correct titles with the interest by connecting the yarn from one fastener to the other.

2. Copy on your paper the list of interests and next to each the titles you chose to go with that particular interest.

3. Remember to unwrap the yarn when you have completed the exercise.

Evaluation:

Check your answers with the answer key.

Materials Required:

A piece of poster-board with the job interests listed on the left side with a brass fastener next to each and on the right side the list of job titles with one fastener on the left of each group; yarn should be connected to the fasteners on the job interest side; brass fasteners should be placed on the poster-board after the contact has been put on; paper for the children's answers; an answer key should also be contacted.

JOB INTERESTS AND JOB TITLES FOR MIX AND MATCH

Literary Work --	office clerk, secretary, bookkeeper, typist, hotel clerk, ticket agent, accountant
Scientific Work --	sales clerk, union leader, politician, door-to-door salesman, travel agent
Artistic Work --	nurse, nurse's aid, home economist, practical rurse, religious leader, orderly
Outdoor Work --	doctor, laboratory technician, physicist, draftsman, space scientist, chemist, dietician
Clerical Work --	newspaper reporter, librarian, teacher, newscaster, editor, advertising writer, author
Mechanical Work --	pro-athlete, house painter, gardener, gas-station attendant, farmer, sports instructor
Social Service Work --	artist, photographer, musician, actor, hair stylist, cartoonist, furniture designer, architect
Persuasive Work --	heavy-machinery operator, auto mechanic, TV or radio repairman, air-conditioner installer

ANSWERS TO MIX AND MATCH

Literary Work --	newspaper reporter, librarian, teacher, newscaster, editor, advertising writer, author
Scientific Work --	doctor, laboratory technician, physicist, draftsman, space scientist, chemist, dietician
Artistic Work --	artist, photographer, musician, actor, hair stylist, cartoonist, furniture designer, architect
Outdoor Work --	pro-athlete, house painter, gardener, gas-station attendant, farmer, sports instructor
Clerical Work --	office clerk, secretary, bookkeeper, typist, hotel clerk, ticket agent, accountant
Mechanical Work --	heavy-machinery operator, auto mechanic, TV or radio repairman, air-conditioner installer
Social Service Work --	nurse, nurse's aid, home economist, practical nurse, religious leader, orderly
Persuasive Work --	salesclerk, union leader, politician, door-to-door salesman, travel agent

17. $500.00 -- FOR WHAT?

Objective:

To assist students in realizing how money can change the way people work and play.

Directions:

1. Read the short story that follows:

   Your father explains that he has just received a refund of $500.00 on last year's income tax. At first he was going to use it for some equipment for his job, but he decided that he could get along without it. He would like you to have some ideas.

   Your brother suggests buying a new lawn mower. It would make the mowing much easier. He also suggested a new TV or a mini-bike for fun.

   Your sister suggested a dishwasher and then a hair dryer.

   Your mother suggested a vacation and your brother would like to go to Disneyland and your sister a big city.

   Father is surprised at all the suggestions. He also adds that perhaps they could think of other things to spend the money on.

   Mother feels that it is important to plan how to spend it, so that all get as much benefit fron it as possible. Father agrees and adds that they could put some in a saving account and use it later.

   The final decision at this point is not to make a snap decision before thinking it over. He also mentions that all should think of ways the money benefits the entire family.

2. Answer the following questions in written form.

   W hat things could the family spend the money for that would improve their work?

   What things could change the family's recreational habits?

   If your father asked you how to spend the $500.00 what would you suggest?

Evaluation:

Teacher-pupil conference.

Materials Required:

The information mentioned above and on the previous page, typed and glued on poster-board, stick-on numbers and letters for the title; paper for the children's answers; if desired, illustrations of one hundred dollar bills (five in number) placed around the station.

18. DINNER DOLLARS

Objective:

To be able to estimate the cost of food per adult based on labor, supplies, and margin.

Directions:

1. Pick your favorite meal, salad, and dessert.
2. List them.
3. Place your estimated price by each one.
4. Total this.
5. Multiply the price by the number of people you will be serving.
6. Estimate the cost to be paid to the cook for preparation.
7. List the actual cost of the food purchased.
8. Add (6) and (7) and subtract from (5).
9. List the profit gained (this is the answer to (8).

Evaluation:

Find out from a restaurant if this is the procedure that they follow. Be prepared to present your findings to the class.

Materials Required:

A menu, or parts of a menu, glued at various spots on the station; paper for the arithmetic work.

19. MONEY

Objective:

To help students see that money can be used to change the way people work and play.

Directions:

1. Read the introduction that follows:

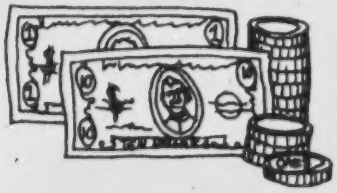
   The development of the system of money was a slow process. Read the captions below each illustration. On your paper tell how you think each kind of system of money would effect the way you work and play, if it existed today.

A. Long ago people took care of themselves. If they had too much of something they gave it away to friends and realtives.

B. Next a system of Barter developed. This means people exchanged one thing for another.

C. Since commodities were not of equal value, people sometimes had to take something they didn't want in order to make the trade come out evenly.

D. Then people traded items that were in high demand for whatever they needed. In some cases, things like a block of salt were used.



E. A regular system of money with coins and bills of different value developed.

F. When countries began to trade with each other it was necessary to compare the value of the coins of one country with the coins of another country.

Evaluation:

Class sharing time.

Materials Required:

Fine tip pens for the illustrations; paper for the children's answers; pictures may be substituted for illustrations.

20. RECOGNIZING SHAPES (Aptitude Test)

Objective:

To give the student practice in taking a test realted to recognizing shapes.

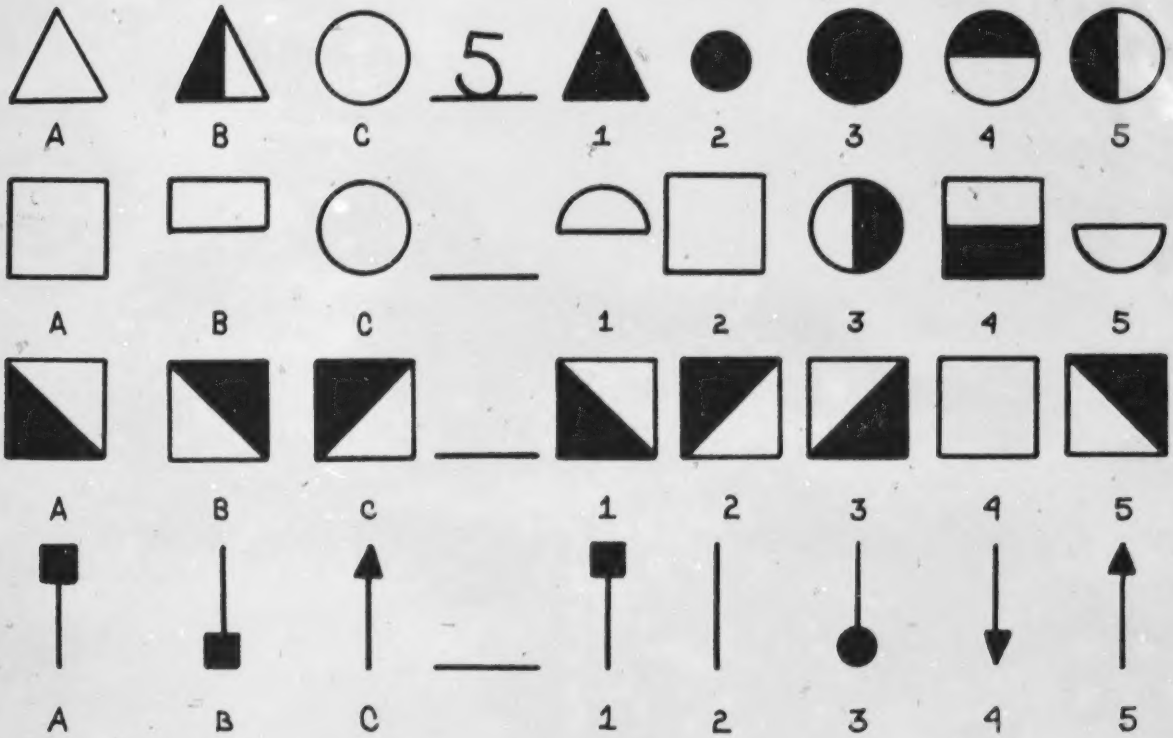
Directions:

1. In each row below there is a problem in which A is related to B in some way.

2. Find the rule by which A is changed to make B.

3. Use the same rule to find out how C should be changed. One of the figures at the right side of the page is the correct answer. The first one is done for your.

4. Copy the chart and fill in the answer blanks.



Evaluation:

Check your answers with the answer key.

Materials Required:

Paper for the children's drawings and answers, and a paper caddie.

CLUE: This station should be done when Finding Errors is done.

ANSWER KEY:

5

1

3

4

21. MAY I TAKE YOUR ORDER?

Objective:

To give the student an opportunity to see what it would be like to be a waitress or waiter and to reinforce basic math skills.

Directions:

1. Pretend you are a waitress (waiter) in a restaurant and are responsible for serving five tables.

2. Using the menu provided, add the prices and total the checks for each table.

3. Be sure to calculate the tax.

Evaluation:

Check your answers with the answer key.

Materials Required:

A menu (from a local restaurant); five guest checks (or an illustrated card resembling such) with the food orders written on them; a tax table or the children can figure the percentage on their own; magic markers for the title; paper for the children's answers; you will provide an answer key that relates to the guest checks you provided.

22. WRITING A CHECK

Objective:

To give one practice in writing a check for services rendered.

Directions:

1. Practically everyone in the world of work at one time or another writes a check for something that has been purchased.

2. Look at the sample check below and copy it on your paper (Make ten different checks).

3. Fill in the information required and use the following amounts for each: $50.00, $27.00, $483.00, $1,000,000.00, $13.45, *8.95, $10.72, $99.99, $81.77, $3457.69.

4. Make sure you didn't forget anything and check your spelling.

5. Next, take the amount that you would be most likely to spend and tell me in a short story what you purchased, why, and what you plan on doing with the item.

Evaluation:

Check your answers with the answer key.

Materials Required:

A sample check (or illustration); paper for the children's answers; an answer key.

CHECK NO. 101

MEMO _____(leave blank or write what was purchased)_____

Date_____19____

Pay to the Order of _____(answers will vary)_____ Amount $____

_____(Amounts found below)_____Dollars

773-128-943

_____
(Child's name)

ANSWER KEY:

$50.00	Fifty and 00/100----------Dollars
$27.00	Twenty-seven and 00/100----------Dollars
$483.00	Four hundred and eighty-three and 00/100---Dollars
$1,000,000.00	One million and 00/100----------Dollars
$13.45	Thirteen and 45/100----------Dollars
$8.95	Eight and 95/100----------Dollars
$10.72	Ten and 72/100----------Dollars
$99.99	Ninety-nine and 99/100----------Dollars
$81.77	Eighty-one and 77/100----------Dollars
$3,457.69	Three thousand four hundred fifty-seven and 69/100---

23. I'M HAPPY BECAUSE . . . .

Objective:

To develop an awareness to self-worth and importance.

Directions:

1. Write a paragraph or two telling why you are happy.

2. Remember to include when you feel this way, your attitude at the time, and why you think it's important to be happy.

Evaluation:

Teacher-pupil conference.

Materials Requried:

Magic markers for the illustration; paper for the children's responses.

24. I'M UNHAPPY WHEN?

Objective:

To become aware of feelings.

Directions:

1. Write a few paragraphs relating to what makes you unhappy.

2. Include when you feel this way and how you react to these feelings.

3. Remember we can't be happy all the time so let your feelings out of the bag.

Evaluation:

Pupil-teacher conference.

Materials Required:

An illustration done in tine-tip pens; apper.

CLUE: Make sure your children understand that this will not be shared with anyone but you.

25. HAVE YOU TRIED???

Objective:

To be aware that school is related to work and life.

Directions:

1. Write a composition about the importance of doing your best and trying in your school work.

2. Remember that what you do now affects your future -- your job = your life. All should be mentioned in your paper.

Evaluation:

Sharing time with your classmates.

Materials Required:

A piece of Oaktag with the information mentioned above written on it; felt tip pens for the drawing; a picture of an ostrich; paper.

26. SELF-ANALYSIS

Objective:

To be aware of individual strengths and weaknesses.

Directions:

Copy the following statements on your paper.

I like to be on time.

I like people.

I like to play ball.

I am honest.

I want to be a leader.

I believe in fair play.

I like to go to school.

I like to work alone.

People like me.

Sometimes I'm moody.

I usually finish work on time.

I have a hobby.

I get mad sometimes.

I help with jobs at home.

I like to do odd jobs.

I cooperate with others.

Now write the word yes or no next to each statement. Remember to be honest with yourself. Under the statements write a paragraph on your strengths and weaknesses.

Evaluation:

Discuss your answers with your teacher and parents.

Materials Required:

Paper.

27. A LOOK AT MYSELF

Objective:

To stimulate thinking regarding how personality affects career choice.

Directions:

Copy the following questions.

Am I the type of person who can follow instructions?

Do I like doing a task exactly the same way each time?

Do I mind being told how to do a certain task or job?

Do I express my ideas clearly, both orally and in writing?

Do I enjoy writing?

Do I enjoy speaking?

Do I enjoy working by myself?

Do I enjoy working with others?

Do I prefer working outdoors?

Do I enjoy meeting new people?

Do I enjoy working with my hands?

Do I remain calm when:
- Taking a test in school?
- Having plans changed?
- Losing an argument?
- Losing something important?
- Participating in sports?

Answer all the questions. Remember your interests, achievements, aptitudes and personality all affect your choice of a career.

Evaluation:

Teacher-pupil conference.

Materials Required:

Paper for the children's work.

28. ASSESSING VALUES

Objective:

To provide an opportunity for the student to think about personal values.

Directions:

Check the values or jobs which are of most importance to you, after you have copied the material found below. Remember you may check more than one.

EDUCATION

Learning a skill or trade _____

Getting good grades _____

Finishing high school _____

Doing your best _____

Doing more work than is asked of you _____

Getting by as easily as possible _____

LEISURE

Having a hobby _____

Going to sports events _____

Participating in sports _____

Reading _____

Listening to music _____

Joining clubs _____

Helping with jobs around the house _____

Just having fun _____

Participating in church activities _____

Participating in school activities _____

Being one of the gang _____

Loafing _____

Now pick one from each section (I and II) and write a paragraph or two why this value or goal was most important to you.

Evaluation:

Teacher-pupil conference.

Materials Required:

Paper for the children's responses.

29. WHAT'S THE RIGHT JOB?

Objective:

To be able to identify likes that a person has with the type of job he might be suited for.

Directions:

1. Put a check in the blank space to the left of the job for each area, after you have copied the sentences and the answers on your paper.

2. Your paper will be checked for neatness and proper handwriting.

Evaluation:

Check your answers with the answer key.

Materials Required:

Handwriting paper for the children's answers.

Sentences and answers:

1. Bill W. likes to work outdoors. He is good with his hands. Bill might like to be a

   _____ a. car salesman.
   _____ b. carpenter.
   _____ c. newspaper reporter.

2. Jane A. likes social service work. She enjoys helping people. Jane might like to be a

   _____ a. nurse.
   _____ b. bookkeeper.
   _____ c. model.

3. John L. is interested in persuasive work. He likes to sell people ideas and products. He is also interested in mechanics. John might like to be a

   _____ a. hotel clerk.
   _____ b. machinery salesman.
   _____ c. TV repairman

4. Mary B. is interested in clerical work. She likes details, accuracy, and working indoors. Mary might like to be a

_____ a. hair stylist.
_____ b. salesclerk.
_____ c. computer operator.

5. Don S. is interested in literary work. He likes to read and write. Don is also interested in science. He might like to be a

_____ a. lawyer.
_____ b. medical writer.
_____ c. vocational counselor.

6. Beth S. is interested in artistic work. She likes to create things with her hands, especially with materials. She might like to be a

_____ a. librarian.
_____ b. switchboard operator.
_____ c. dress designer.

7. Chuck G. is interested in mechanical work. He likes to work with tools, machines, and fix things. He might like to be a

_____ a. car or insurance salesman.
_____ b. tabulating-machine operator.
_____ c. telephone installer.

8. Barbara S. is interested in scientific work. She likes to solve problems or invent things. She might like to be a

_____ a. bank teller.
_____ b. interior decorator.
_____ c. dietician.

ANSWER KEY:

1. b
2. a
3. b
4. c
5. b
6. c
7. c
8. c

30. SHOP TALK

Objective:

To match the sentence descriptions with the job occupations.

Directions:

Copy the nine sentences found below on your paper.

I handle mostly long-haul shipments.

We're heading south at a cruising speed of 25 knots.

I got a bad printout because of a system failure.

How much fire and theft coverage do you need?

Take five.

It needs new pistons and a battery.

I birdied two and eagled three.

I check into my key station every hour.

I prepare briefs and try cases.

Next to each sentence place the name of the job occupation. This information may be obtained from the illustrations. Pick one type of occupation you would like to pursue and in a paragraph tell why you chose this particular one.

Evaluation:

Check your answers with the answer key and share your paragraph with the group.

Materials Required:

Paper; illustrations of occupations.

SHOP TALK

GOLF PRO
MOVIE DIRECTOR
NIGHT WATCHMAN
TRUCK DRIVER
COMPUTER PROGRAMMER
LAWYER
INSURANCE SALESPERSON
SHIP CAPTAIN
AUTO MECHANIC

SHOP TALK -- ANSWER KEY

1. Truck Driver
2. Ship Captain
3. Computer Programmer
4. Insurance Salesperson
5. Movie Director
6. Auto Mechanci
7. Golf Pro
8. Night Watchman
9. Lawyer

31. OCCUPATIONAL PREFERENCES

Objective:

To become aware of individual preferences in the world of work.

Directions:

1. Fill in the form that follows, after you have copied it on your paper.
2. Then answer each question accurately.

Name_____ Grade_____

Age_____ Boy_____ Girl_____

School_____

1. List three jobs that you are thinking about:

_____

_____

_____

2. What is your father's job?_____

What does he do at his job?_____

_____

_____

3. List jobs that other members of your family hold.

_____

_____

_____

4. If you could have whatever job you wanted, what would you choose?_____

Evaluation:

Sharing time with the class (if you wish to do so); otherwise teacher-pupil conference.

Materials Required:

Paper for the children's responses.

NOTE: If time permits the children may illustrate the last question on the back of their answer sheet.

32. WHAT DO YOU LIKE TO DO MOST?

Objective:

To be aware of what a personality test is and having the opportunity to take one.

Directions:

1. Below you will find a list of things to do in groups of three. Decide which of the three activities in each group you would like to do most. Put an X in the first space.

2. Decide which of the three activities you would like least and put an X in the second space.

3. This is to be read from the station, but done on your mimeographed sheet.

4. Remember you are to pretend you can do all the things that are listed.

1.	Repair cars.	_____	_____
	Design new cars.	_____	_____
	Sell cars.	_____	_____
2.	Discover a cure for a disease.	_____	_____
	Write an article about a disease.	_____	_____
	Help someone overcome a disease.	_____	_____
3.	Work at a telephone switchboard.	_____	_____
	Repair telephone lines.	_____	_____
	Install telephones in homes.	_____	_____

4.	Visit a big tobacco farm.	____	____
	Visit a newspaper office.	____	____
	Visit an airplane factory.	____	____
5.	Draw a picture of a dog.	____	____
	Build a doghouse.	____	____
	Write a story about a dog.	____	____
6.	Plan a school dance.	____	____
	Collect tickets at the door.	____	____
	Decorate the dance hall.	____	____
7.	Sort mail in a post office.	____	____
	Grow vegetables.	____	____
	Care for old people.	____	____
8.	Conduct a meeting.	____	____
	Keep track of dues and expenses.	____	____
	Write what happens at a meeting.	____	____
9.	Teach a child how to swim.	____	____
	Fix a toy for a child.	____	____
	Explain electricity to a child.	____	____
10.	Work in an office.	____	____
	Work on a ranch.	____	____
	Sell insurance around the country.	____	____
11.	Manage a political campaign.	____	____
	Design campaign posters.	____	____
	Answer the phone at headquarters.	____	____
12.	Wait on people in a store.	____	____
	Sell from door to door.	____	____
	Write advertisements.	____	____

13.	Prepare pay checks in an office.	____	____
	Repair office equipment.	____	____
	Interview people for work.	____	____
14.	Write a play.	____	____
	Direct a play.	____	____
	Paint scenery for a play.	____	____
15.	Do research on improving a product	____	____
	Persuade people to use a new product.	____	____
	Figure out the cost of producing a product.	____	____
16.	Teach first aid at a camp.	____	____
	Teach arts and crafts at a camp.	____	____
	Teach sports at a camp.	____	____
17.	Draw plans for houses.	____	____
	Help build houses.	____	____
	Sell houses.	____	____
18.	Visit a chemical laboratory.	____	____
	Visit a weather station.	____	____
	Visit a large prison.	____	____
19.	Write newspaper articles.	____	____
	Deliver newspapers by truck.	____	____
	Bill customers for newspapers.	____	____
20.	Pilot an airliner.	____	____
	Make airline reservations.	____	____
	Sell airline service.	____	____
21.	Repair factory machinery.	____	____
	Inspect factory products.	____	____
	Check factory workers' health.	____	____

22. Create oil paintings. _____ _____

Paint houses. _____ _____

Fill out orders for paint. _____ _____

Evaluation:

Your answers will be discussed at a teacher-pupil conference. Only a counselor can give you a true account of your responses and if you have one in your school perhaps you could share your answers with him/her.

Materials Required:

Mimeographed sheets containing questions 1-22.

33. WHAT DO YOUR ANSWERS TELL YOU?

Objective:

To get an idea of what your interests are and to realize that success can be related to interest.

Directions:

1. Review your answers to the questions on the station about "What do you Like to do Most?"

2. From the answers you choose under the Most list, determine your major interests.

3. Look at the eight interest areas listed below.

4. Copy them on your paper and in front of one, two or three areas place a star indicating that this is the area you are most interested in.

Literary work -- people interested in literary work like to read, write and teach.

Scientific work -- People interested in scientific work like to solve problems or invent things.

Mechanical work -- people interested in mechanical work like to use machines and tools and fix things.

Clerical work -- people interested in clerical work like details, accuracy, and working indoors.

Persuasive work -- people interested in persuasive work like to deal with others and sell them ideas and products.

Outdoor work -- people who like to work outdoors usually do well as farmers, foresters, construction workers, and so on.

Social service work -- people interested in social service work enjoy helping others.

Artistic work -- people interested in artistic work like to create things with their hands using design, colors, and materials.

Evaluation:

Discuss your findings with your teacher, parents, and fellow students. (If there's a guidance counselor in your school, it would be advisable that you discuss your findings with this person).

Materials Required:

The station "What do you Like to do Most?"; a prepared mimeographed sheet with the eight interest areas and definitions for future reference (optional); paper.

34. AN INTERVIEW

Objective:

To assist students in obtaining information about how people change and also stay the same.

Directions:

1. Read the information that follows.

   One way we can collect and gather information is by conducting an interview. Radio, television, and newspaper reporters use this method of gathering information. To organize an interview, the reporter plans ahead of time who to interview and what will be asked.

2. Now pretend you are such a person and copy the following and fill in the information required. There should be two done; one should have your own answers and the other should be an interview of another person in the school. (Remember the interview of the other person should be planned ahead of time).

A. Name of person interviewed _____

B. What year were you born? _____

C. What is your occupation? _____

D. What do you think has been the most important historical event that has happened in your lifetime? _____

_____

E. What do you think has been the most important invention in your lifetime?

_____

F. What do you think has been the most important discovery in your lifetime?

_____

G. What other things do you think will change in your lifetime?

_____

Evaluation:

Class sharing time with your fellow students and teacher.

Materials Required:

Paper.

35. WORKER INTERVIEW

Objectives:

To enlarge the student's knowledge of the working world.

Directions:

1. Make an appointment with a person in the school (ex. teacher, secretary, principal, nurse, librarian, custodian, etc.).

2. Ask one or more of them the following questions. You will have to have a copy of these questions -- so at this time write them on the paper provided.

A. What is the name of your job?

B. What do you do on the job?

C. What do you find interesting about your job?

D. What education or special training is needed for your job?

E. What tools or special equipment do you use on your job?

F. Does your job require a lot of extra time?

G. Do you work nights or weekends?

H. Does your work setting appeal to you?

I. Are people with your skill generally in demand?

J. What are some qualities needed for job success?

K. What other careers have you considered?

Clue: You might have to do this station on two different days. One day to copy the questions and another to interview.

Evaluation:

Teacher-pupil conference and class sharing time.

Materials Required:

Paper; you may use mimeographed sheets for the questions, but if you do, remember to change the directions.

36. TIME WILL TELL ALL ABOUT ME

Objective:

To be aware that one changes and so do his interests and tastes.

Directions:

1. Answer the mimeographed sheet thoroughly.

2. Remember to fill in the first blank of each item at this time. You will fill in the second item at the end of the year. Be honest in answering all the questions as you will be the only one to see this survey.

3. When you have completed the form seal it with tape and place it in your folder.

Evaluation:

Self-evaluation at the end of the year. (This sheet will not be shown to anyone including the teacher unless you wish to share it with someone).

Materials Required:

Mimeographed sheets; tape.

MIMEOGRAPHED SHEETS: TIME WILL TELL ALL ABOUT ME

1. My height: _____ ft. _____ in. _____ ft. _____ in.
2. My weight: _____ lbs. _____ lbs.
3. My best friend: _____ _____
4. The thing I worry about most: _____ _____
5. My favorite food: _____ _____
6. My favorite song: _____ _____

7. The person I admire most:_____ _____

8. My favorite TV program: _____ _____

9. My favorite color: _____ _____

10. What I want to be when I grow up:_____ _____

11. The latest thing I have learned to do in math: _____ _____

12. My newest friend: _____ _____

13. The thing I want most: _____ _____

14. My favorite game: _____ _____

15. The last time I was really scared:_____ _____

37. JOB PREFERENCE SURVEY

Objective:

To be aware of your interests and recognize whether your job interests have anything in common.

Directions:

1. Fill in the mimeographed form provided for you.

2. Make sure that you have answered all the questions and have followed the directions correctly.

3. If you need more space than is provided turn your paper over and finish your answer on the back.

Evaluation:

Discuss this form with your teacher during your scheduled conference time.

Materials Required:

Mimeographed sheets containing the information found below.

MIMEOGRAPHED SHEET: JOB PREFERENCE SURVEY

Name:_____ Age:_____

Grade:_____ Teacher:_____

List all the jobs that you have been interested in since you were in kindergarten. You do not have to fill in all the blanks.

1._____ 2._____

3._____ 4._____

5._____ 6._____

7._____ 8._____

Go back and place a check mark in front of the jobs that you think may still be of interest to you. How have your interests changed? Do you notice any things which two or more of these jobs have in common?

_____

_____

_____

_____

_____

Name the jobs on the list above which could be considered to be in the same job family.

_____

_____

_____

38. SOCIAL SECURITY APPLICATION

Objective:

To practice filling out the form for a Social Security Number.

Directions:

1. Fill in the form found in the pocket.
2. Check to make sure you have filled in all the items.
3. Check your spelling and punctuation.
4. Remember neatness is important when you are applying for a job.

Evaluation:

Review your form with your teacher at your teacher-pupil conference.

Materials Required:

A pocket for the mimeographed forms; the application for a Social Security Number; mimeographed sheets containing the application; the original application; a copy of the application for a Social Security number follows:

APPLICATION FOR SOCIAL SECURITY NUMBER

Information furnished on this form is Confidential. Do not write in the above space.

See Instructions on Back. Print in black or dark blue ink or use typewriter.

1. Print Full Name You will use in work or business (First Name) (Middle or Initial) (Last Name)

2. Print Full Name Given you at Birth

3. Place of Birth (City) (County if known) (State)

4. Mother's Full Name at her Birth (Maiden Name)

5. Father's Full Name (Regardless of whether living or not)

6. Date of Birth Mo. Day Yr.

7. Your Present Age (last birthday)

8. Your sex
Male _____ Female_____

9. Your color or Race
White _____ Negro_____
Other_____

10. Have you ever before applied for or had a Social Security, Railroad, or Tax Account number?
No_____ Don't Know _____ Yes_____

If yes, print State in which you applied and Date you applied and Social Security Number if known.

_____ _____ _____
State Date Number

11. Your Mailing Address (Number & Street) (City) (State) (Zip Code)

12. Today's Date

13. Sign your name here (Do not print)

39. FINDING ERRORS (Aptitude Test)

Objective:

To acquaint you with the type of questions that might appear on an aptitude test and give you practice in taking such a test.

Directions:

1. There are different types of aptitude tests. These tests show what kind of a job you might do well at. Some test mechanical aptitude, some clerical, some musical, and many others. The following test is to see how well you recognize errors.

2. Compare each line of the COPY at the bottom of the page with the same line in the first list. Each "word" or "abbreviation" or "figure" in the copy which is not exactly the same as in the first list is ONE error.

3. In each line, mark every word or abbreviation or figure that is wrong.

4. Count the errors in each line and write the total number in the space at the right. If there are no errors, write "NONE." The first line has been done for you.

Evaluation:

Check your answers with the answer key.

Materials Required:

Mimeographed sheets for the children (containing the test); an answer key should also be provided (this can be a mimeographed sheet corrected).

FINDING ERRORS

Name	Amount
1. Dr. Allan Axelrod	$ 6590.30
2. Mr. Charles Kissel	1858.00
3. Miss Alicia Gomez	4221.54
4. Prof. Frank Miller	1324.99
5. Mrs. Russell Tyler	2873.12
6. Dr. Samuel Rubenstein	3650.42
7. Miss Frances Parris	5871.93
8. Mr. Richard Schiffer	5021.65
9. Dr. John Wilkens	4676.02
10. Mrs. Anne McManus	6333.63

Copy	Amount	No. of Errors
1. Mr. Allen Axelrod	$ 6990.30	4
2. Mr. Charles Kissell	1585.00	
3. Miss Alice Gomez	4221.45	
4. Prof. Frank Miller	1324.99	
5. Mr. Russell Taylor	2872.13	
6. Dr. Samuel Rubenstien	3650.43	
7. Miss Francis Paris	5781.95	
8. Mr. Richard Shiffer	5021.65	
9. Mr. John Wilkins	4767.20	
10. Mrs Ann Macmanus	6336.33	

FINDING ERRORS: ANSWER KEY

1.	Mr. Allen Axelrod	$6930.30	4
2.	Mr. Charles Kissell	1585.00	4
3.	Miss Alice/Gomez	4221.85	4
4.	Prof. Frank Miller	1324.99	None
5.	Mr/ Russel/Taylor	2872.13	6
6.	Dr. Samuel Rubenstien	3650.43	3
7.	Miss Francis Pavis	5781.95	5
8.	Mr. Richard Shiffer	5021.65	1
9.	Mr. John Wilkins	4767.20	7
10.	Mrs/Ann MacManus	6336.33	4

Remember errors are mistakes or letters, punctuation, or numbers that have been copied incorrectly or omitted entirely.

40. REFERENCES

Objective:

To become acquainted with the type of a format that you may fill out relating to references.

Directions:

1. Most companies will ask for references when you apply for a job. They will ask about your good qualities and especially about your reliability. (A good reference is a priest, minister, or rabbi, or someone who is well known in your neighborhood, also a teacher or school principal, and your previous bosses).

2. Make sure in advance that these people will give you a recommendation.

3. Copy the following form on your paper, in triplicate.

YOUR REFERENCES:

1. Name_____

Address_____

Telephone Number_____

Occupation_____

How long has this person known you?_____

In what capacity has this person known you?____

_____

Is this person related to you in any way?_____

(If yes, state relationship). _____

Fill in all the information required. When you have completed the three tell briefly why you chose these people.

Evaluation:

Teacher-pupil conference.

Materials Required:

Paper for the children's responses.

41. SUMMER JOBS -- HOW TO LOOK FOR THEM

Objective:

To become aware of how you might look for a summer job, when you are of working age.

Directions:

Read the following list of how to go about finding a summer job.

1. Talk to your teacher first (a guidance counselor, if available).

2. Go to your local State Employment Office as soon as possible.

3. Read the "Help Wanted" columns in your local newspaper.

4. Visit all the small businesses in your neighborhood such as factories, stores, theaters, and restaurants.

5. Tell all your friends and relatives, even people you don't know well, that you are looking for a job.

6. Place your own ad in the "Positions Wanted" section of your local newspaper.

7. If you can't find a job that uses your special skills, be willing to try something else.

8. Try going into business for yourself.

Now take four of these and write how you would go about finding a summer job by utilizing these suggestions.

Evaluation:

Discuss your findings with your teacher during your teacher-pupil conference. Also share your thoughts and ideas with your classmates.

Materials Required:

Paper for the children's answers; newspaper clippings of "Want Ads" and various words written with felt tip pens around the border of the station (such as teacher, State Employment Office, businesses, friends, relatives, counselor, etc.) -- optional.

42. SUMMER JOBS -- I CAN'T FIND ONE

Objective:

To be aware that there are alternatives if you are not able to find employment.

Directions:

1. There are still good ways to spend your summer and get valuable experiences and skills for the future, even if you haven't procured a job.

2. Consider the following: Volunteer work, apprenticeship, or summer school.

3. Write a paragraph about each of these and how they will give you experience and skills for the future. Remember to mention what type of jobs are available for volunteer work and apprenticeships.

Evaluation:

Share your results with the class during class discussion time.

Materials Required:

Paper for the children's answers.

Following the implementation of the program the following concepts should result:

Work has dignity.

People work for different rewards or staisfactions.

We work to meet personal and social needs.

Getting along with others is necessary for work.

Some workers produce goods, others produce services.

Our work fits into the work others do.

Watching other people at work helps us find out about jobs.

There are many different kinds of jobs.

All jobs belong to one of a number of job families.

We need special training for most jobs.

We all need information about jobs.

School is part of getting ready for a job.

We all differ in our abilities, interests, attitudes, and values.

We are qualified to perform in many different occupations.

What we become may depend on what we can do and what occupations are needed.

Technological and sociological changes eliminate and create jobs.

Where we live determines the kinds of work we can find.

Activities which we perform when we are not working, such as hobbies, affect our career choice.

How we feel about things affects our career choices.

Our job selections will affect our total life.

Several other important aspects presented are:

Definite concepts of Career Education have been established.

Occupational information has been introduced into the curriculum.

Respect for all occupations has been developed.

Guidance in decision-making skills and definite direction has taken place.

Special projects have evolved.

Behavioral objectives produced are:

The classroom atmosphere has been improved.

The teachers were challenged.

Parents have become involved.

Students are excited.

Each student has developed a positive self-image.

The concepts, aspects, and behavioral objectives mentioned are most important, but the culmination of the entire project is that the needs and challenge of today's students have been met.

EVALUATION:

1. Did you feel this booklet was informative?_____
2. Were you able to use the learning stations in your classroom?_____
3. Did you find the stations too easy or too difficult for your grade level?_____
4. Were the instructions explicit enough to enable you to construct the learning stations?_____
5. Were you able to adapt this type of an approach within your program?

   _____
6. Did your students enjoy this approach to learning?_____
7. Did the students enjoy any particular type of station?_____

   _____
8. Did the students enjoy one particular station more than others? If so please specify._____
9. Were the suggestions concerning the materials that could be used helpful to you?_____
10. Were there results that indicated that the behavioral objectives were met?_____
11. Were the illustrations beneficial?_____
12. Was the table of contents helpful to you in finding the type of station you desired to reproduce?_____
13. How would you revise this booklet so that it would be more useful to you and your classroom situation?_____

    _____

    _____
14. If you indicated in number 13 that you wouldn't revise the booklet please state why you feel this way._____

REFERENCES:

A CHALLENGE FOR CHANGE -- Interning for Learning Title III ESEA,
Caroline E. Underkofler, Coordinator County Superintendent
of School's Office Cape May County Court House, New Jersey 08210
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Title III, Interning for Learning
Cape May County, New Jersey
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JOBS IN YOUR FUTURE -- Miriam Lee, Consultant: Milton Colman, Work-
Study Coordinator, Newark, NJ Board of Education,
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Scholastic Book Services, New York
September, 1968

SCHOLASTIC NEWS EXPLORER -- Richard Robinson, Publisher
Scholastic Magazines, Inc.
50 W. 44th Street
New York, New York 10036
1974 Issues

CHANGING SIGNALS -- A Highway to Work and Play, Teacher's Guide for
Awareness Level Four -- A McKnight Elementary Career Program,
McKnight Publishing Company
Bloomington, Illinois 61701
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CAREER EDUCATION PROGRAM -- Volume I Kindergarten -- Grade 6
Charles W. Ryan, Ph.D.
University of Maine at Orono
Houghton Mifflin Company
Boston, Massachusetts
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